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17. ABSTRACT (MAX. 250 WORDS) Results of a survey of 337 migrant children in three counties in Oregon were given. Between 60 and 70 percent of the children on whom data were collected were behind their proper grade level; 40 to 50 percent attended more than one school the previous year.

An analysis was made of such problems facing migrant children as preschool mental conditioning based on the peculiar circumstances of the family existence; language and cultural problems in school life; segregation; the feeling of not belonging; great mobility, which leads to starting school late, leaving early, and being absent throughout the term; adjustment to new places and new children; and the lack of special qualifications of teachers of migrant children. Also discussed were the limitations within which teachers of migrant children had to work.These included: the lack of information on the childrens' previous school backgrounds; the lack of time necessary to give migrant children special attention and yet not hold back the rest of the class; and the administrative problems of planning, record keeping, and shortages of funds.

Suggestions for solution were teacher education courses and inservice workshops on problems of underprivileged children, development of progress report cards to be taken from school to school by migrant children, teacher visitation to migrant families to encourage school attendance and to provide liaison with the community, better enforcement of school attendance laws, and the creation of a special supervisor and staff within the State Department of Education to research problems and needs of migrant children.

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THE EDUCATION OF THE MIGRANT CHILD

August 1958

SUPPLEMENT TO "We talked to the migrants...."

(Preliminary Report, July, 1958, of the State Bureau of Labor, as the result of the extensive survey of migrant farm labor by the Inter-Agency Committee)

TO: THE GOVERNOR'S INTER-AGENCY COMMITTEE ON AGRICULTURAL LABOR, and

TO: THE LEGISLATIVE INTERIM COMMITTEE ON MIGRATORY LABOR

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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STATE BUREAU OF LABOR
SALEM, OREGON

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J0753 ED002630

PREFACE

Interview Guide

The Bureau of Labor was assigned by the Inter-Agency Committee to interview the migrants themselves as a part of the over-all Migrant Labor Survey. We undertook, therefore, to obtain information on many phases of migrant life not ordinarily associated with the activities of a state labor department.

At the request of the State Department of Education representatives to the Governor's Inter-Agency Committee on Agricultural Labor, a substantial section on migrant child education was included in our interview of the migrant.

The migrant parent was asked to tell us how many children he had, the sex and age of each child, whether the children were with the parents, whether the children were working or not, what grade they would be entering in September (1958), how many schools each child attended during the preceding school year, and how many schools each child had attended altogether in his scholastic career. The last question was too difficult for the parent to remember, as it turned out, and the results could not be tabulated.

Community Survey

In addition to talking to the migrant about many different subjects, we talked to as many people in the community as we could to give us insight into what we were being told by the migrants. Officials, community leaders, and merchants were asked about many things connected with the migrant labor problem.

On the education question, we talked to some teachers, principals, superintendents, juvenile officers, school attendance officers and church and community leaders in many communities. We asked for their reactions to the school and community situation. From this information we have developed the picture set forth in this report.

The Premises of the Report

The Bureau of Labor submits this report in the role of a reporter, not in the role of an authoritative educational agency. The statistics derived from our interviews of the migrant can be regarded as factual within the limitations set forth with our figures. The remainder of the report is a composite of observations, comments and opinions of the people in the community with whom we talked. In certain obvious instances, we drew upon the training and experience of Bureau of Labor Civil Rights Division personnel. These instances, however, are largely interpretive of matters involving inter-group, cultural and lingual problems with which our staff is familiar.

Since we did not talk to everyone who might have information and ideas, we do not maintain that we are reporting all there is to be known or thought on this subject. We regard this report as merely a starting point from which qualified persons can depart in search of more facts and solutions.

THE EDUCATIONAL STATUS OF THE MIGRANT CHILD

Limitations of Migrant Interview Guide

Because of the somewhat extensive and complicated questions on education, some of our volunteer interviewers had difficulty in completing this portion of our interview guide. Data obtained was not always complete. Our total survey covered families with 1243 children under 21 years of age traveling with them. The portion of the total survey used for the study of the education of migrant child is even more restricted (using the three counties of Marion, Malheur and Washington). The survey of these three counties covered families with 471 children, although we secured education data for only 337 children of school age.

The statistical tables drawn from this information are attached to this report as Appendix "A". Because of the limitations mentioned above, the data in the tables should not be used as an accurate statistical measurement of migrant labor children in Oregon. Rather, they should be regarded as merely indicative of the problem. A more absolute measurement must await the attention of qualified educators.

Some Conclusions Which Can Be Drawn

For our immediate purposes, we can safely say the following:

1. Of the 337 children about whom we received education information, between 60 and 70% were behind their proper grade level (see Appendix "A").

2. Of all migrant children in Oregon, an alarmingly substantial number are behind their proper grade level even though we cannot calculate an exact percentage.

3. A higher proportion of the Spanish-American children appear to be behind their proper grade level than of the Anglo-American children.

4. Of the 337 children, 40 to 50% attended more than one school last year.

5. Of all migrant children in Oregon, a substantial number change schools at least once during the school year and must adjust to the class work in each new school entered.

6. Comparatively few migrant children receive the advantages of attending kindergarten, or of graduation from high school, or of going on to college or trade school.

7. Under these circumstances, the education of the typical migrant child cannot help but be critically inadequate and a fertile field for further study by qualified persons is evident.

Related Information Previously Reported

The Bureau of Labor Preliminary Report of July, 1958, presented some information that has a direct relation to the education problems of the migrant child.

1. Our total migrant labor sample, which laid claim to only a small percentage of the total migrant labor population of Oregon, included 1243 children who were traveling with their parents.

2. Almost one-third of the families in our sample arrive in Oregon before the end of the school year.

3. Approximately one-half of the families in our sample who had been in Oregon the previous year remained in the state until after the school year began in September.

4. An estimate of the actual total number of school age migrant children in Oregon during some part of the school year cannot be made from the above information, at least until supplemented by further information forthcoming as we continue our survey on into the autumn migrant season. However, it is difficult to imagine how the final estimate could be less than 5,000 school age migrant children in Oregon during some part of the school year.

5. The inescapable conclusion is that Oregon has some educational responsibility for a substantial number of school age migrant children during some part of their school year.

6. If this be the case, we stand in need of a great deal more information and thought about the problems.

THE PROBLEMS FACED BY THE MIGRANT CHILD

Pre School Age Mental Conditioning

The pre school age migrant child is generally responsive only to the family existence. This is an important factor in the mental conditioning of the migrant child because of the nature of the migrant life of his family. The constant mobility of the family, the alternate poverty and cash status characteristic of migrant life, the presence of the child in the fields with the parents and working brothers and sisters--these and other factors in the migrant child's life undoubtedly provide a unique mental and emotional conditioning of the child.

The uniqueness of this conditioning does not lend itself readily to instant adjustment to the school situation which is uniformly tailored to the resident child. At this point, the problem begins to emerge.

One of the purposes of kindergarten for children is to act as a transition period from the complete focus on family life to a broader focus consisting of the outside world and particularly the school world. Also much importance is attached to kindergarten experience relative to becoming disciplined to school routine and ready to assimilate knowledge. Unfortunately, although the need is most imperative, very few migrant children appear to attend kindergarten.

If the migrant child is of the Spanish-American culture, he has an additional cultural and communication problem when he is suddenly thrust from the family bosom into school life.

Language and Cultural Problems in School Life

The most dramatic problem, although not the only important one, is posed when the child is of Spanish-American background. Usually the family communication is in the Spanish language. The older youngsters of his or other Spanish-American families have been speaking some English around the younger migrant child, although it is most often a mixture of poor English and simple Spanish words and phrases.

Upon entering school, therefore, the child does know some English words and phrases, but usually not the English that is used in the classroom situation. He cannot really communicate in English nor understand it.

The learning process in our schools, obviously, is based on the assumption that the child understands English. Literally, an impasse exists when the child does not fit this assumption.

Just as difficult as the language handicap is the problem of the child in trying to live by one cultural standard at home and a different standard at school. The child is rarely completely successful in adapting to a bi-cultural existence. Going to school is frequently a painful experience for the Spanish-American youngster under these circumstances and severe emotional strain can result in psychological blocks

to the learning process.

Gradually, the child picks up some English from the classroom and from his school mates. Most Oregon schools apparently do not have special classes to help overcome a language problem. In the meantime, while trying to adjust, the child is likely to be sitting in class like the proverbial "bump on a log". Valuable time is wasted while the resident children swiftly outdistance the child in the learning process.

Perhaps the best way for a child to learn a language is to live it and to associate with playmates and adults who are native to the language. Classes can only supplement this method and guide it. However, this most effective manner of learning the language is often handicapped in the migrant stream by segregation of the Spanish-Americans. This segregation can be self-segregation, but is often induced segregation.

Segregation

Whole communities (served by migrant labor) have come to accept the idea that the Spanish-American is "better off and happier if he is with his kind". In many areas the Spanish-American migrant is housed in virtually segregated housing, ostensibly to prevent trouble. Actually, trouble may be caused in this way because the Anglo-American and the Spanish-American groups come to regard each other with suspicion and have little opportunity to become acquainted. Where integration has taken place, the migrants of each background discover that they are all people and that they have common interests.

Segregation can also arise because in some areas the Spanish-American is the primary labor force of the area and there are actually very few Anglo-American migrants with whom they could be housed in an integrated situation.

Thirdly, self-segregation occurs whereby the Spanish-American does seek other Spanish-Americans with whom to associate. The fact that many contractors recruit exclusively Spanish-Americans also leads to automatic segregation.

Regardless of the reason for the segregation, whether the responsibility of the community, the agricultural industry, the contractor, or the people themselves, it is the Spanish-American migrant child who is the chief victim. All of his playmates are also Spanish=American and the only opportunity he has to associate with persons who are native to the English language is in the classroom.

The fact that certain schools serve most of the migrant population in each area further limits the opportunity of many of the Spanish-American youngsters to associate with the Anglo-American resident youngsters. Sometimes, the school district takes pains to be sure that the migrant youngster is not entered in a school other than those designated for the migrants. This is rare, since geography is usually the determining factor, but we found it as an occasional manifestation of community attitude.

The greatest single contribution that could be made to the education of the Spanish-American migrant youngster would be to attempt substantial integration of migrant and resident children wherever possible.

The Feeling of Not Belonging

Quite apart from and in addition to the cultural difference problem of the Spanish-American child, virtually all migrant children suffer from the sense of "not belonging". During the first few years of school, the migrant children do not seem to be conscious of this feeling. Indeed, the town children do not seem to be aware of it either.

It is only gradually that the attitudes of the adults and the community make the children aware that the migrant child is regarded as "different". As the migrant child becomes aware of this attitude, school life can become distasteful.

The feeling of not belonging is not based solely on outward signs. Nearly everyone we talked to said that most of the migrant children came to school in clean clothes. Due to the fashions (?) for children today, the migrants' blue jeans are not much different from the resident child's costume. Occasionally, the teachers volunteer to provide clothing for some youngster who might otherwise be shy about coming to school. Sometimes, the migrant child comes to school without a lunch, or with an inadequate lunch. Here again, the teachers or the school administration help to assure a decent lunch for the migrant child.

Basically, therefore, the feeling of not belonging must be attributed to the pattern of community behavior which regards the migrant as a necessary evil or a source of economic gain. With notable exceptions in every community, we found community behavior to be usually that of non-acceptance of the migrant as a temporary fellow citizen. This cannot fail to affect the child.

Mobility

During the scholastic career of the migrant child, he will have lost valuable school time in a variety of ways. As already mentioned, the language difficulty may delay the learning process. Often the child is late in entering school in the autumn because the family does not get back to winter quarters until October. Often the child is taken out of school early in the spring so that the family can get to Oregon for an early crop. To the extent that enforcement of school attendance fails in Oregon to get these children to school here to supplement the middle part of the school year in winter quarters, to that extent the child loses valuable educational time exposure.

Often the child does enter school in the community where his family is working in September but when the family moves to another area or to winter quarters, several weeks can pass before the child is back in a school. The same is true whenever the family moves and at least a few days are lost.

Even while temporarily stationary, the migrant child loses more school time than the average child. This can be partially attributed to health, partially to working in the fields, and partially to the family situation.

Often the child is late in starting his scholastic career at all. We know of families, for example, who prefer to take their 6 and 7 year olds to Texas where they don't have to start school for an extra year over that provided by Oregon law. Regardless of the laws, too, it is relatively easy to put off starting a youngster to school and it happens too often.

The sum total of these situations is a tremendous loss in class attendance time for the average migrant child, time which only the most outstanding youngsters can make up and maintain their appropriate grade level.

Adjustment Problems

As if it were not bad enough to miss a lot of school time, when the migrant child does show up for school he cannot jump right into the subject matter being taught at that particular moment in that particular class. A slightly different curriculum proceeding at a different pace and emphasis confuses the new student.

The teacher, on the other hand, does not know the individual child, his personality, his academic knowledge to date, nor his ability to absorb learning. Every time the migrant child changes schools he falls farther behind. Each time he must spend valuable time adjusting to the new school, new teacher, new classmates, new textbooks, and new subject matter.

One of the concepts expressed by some schools was that the Spanish-American child is mentally inferior. One official even went out on an unscientific limb as follows, "I have noticed that if the children are more on the Indian side, they are slower in learning than those who are more on the Spanish side". To find such stereotyped concepts in any Oregon school was naturally very disturbing to us.

In some schools an attempt is made to back up these opinions by the results of testing, but the testing was performed in a highly questionable manner. A number of Spanish-American youngsters score an I.Q. of less than 70 on the standard Benet test. However, Benet himself warned that the test could be safely and intelligently used only if the various individuals had the same, or approximately the same, environment opportunity.

The facts are that children of all backgrounds, cultural groups and national origins fall into the identical pattern. Some are outstanding, some are low, most are in between. It is widely acknowledged that I.Q. measurements can be improved by improved environment. A generally low score for a group of youngsters, therefore, is not a reflection on their natural intelligence. It means, rather, that for this group of

youngsters, "society has become an enemy of its people....".

Many sensitive school people, of course, recognize the realistic situation posed by this example:

> A Spanish-speaking migrant child from a family of 9 is living at a poor migrant labor installation. The parents of little "Jose Doe" are originally from Mexico, the State of Coahuila, and speak little English. During his 10 years of living, Jose has missed an average of 15 weeks of school in each year since he enrolled in the first grade. He is under-nourshed, especially in the spring term after a long hard winter. He is nervous and restless. Jose understands little of the English spoken around him when he enters the Oregon school. He hears only Spanish in his crowded cabin and even the neighbor's loud radio is tuned in on the Mexican songs played by the local station during migrant season. Jose comes to school some little time after the family breakfast of beans and flour tortilla at 5 AM. When Jose is given the Benet test, there is confusion in his mind as to what the words mean, what the teacher means, what the "whole darn business" of the test means. He may get through but he may suffer from a typical emotional bi-lingual block and fail to grade an I.Q. above 70.
>
> Now, does this really mean that Jose is innately a "dull" child? Can anyone say that his capacity to learn has been adequately measured?

The testing in the schools is generally done in the autumn school term and we were usually told that if the child arrives in the area for a late winter or spring crop, no test is administered.

The Spanish-speaking child is by no means the only sufferer in adjustment problems. Often the community attitude is reflected in the teacher's attitude. It is not hard for a youngster to sense the attitude of a teacher who believes that migrant children are something schools "have to endure" for the last two months of the school year or for the first two months of the school term.

The child's need for guidance and encouragement and acceptance is total, and not always recognized.

Inspiration of the Migrant Child

Unquestionably, the influence of an intelligent, well-intentioned and sensitive teacher can be of incalculable value to a migrant child. In fact, virtually all of the migrant children who have to our knowledge graduated from high school, and especially those who have gone on to college, trace their awakened ambition to a teacher who once reached through the shell to discover the human being.

This is true of many non-migrant children, as well, but in no other group is it so paramount in importance, because most migrant parents would just as soon have their children work instead of go to school. The family attitude often does little to brace the migrant child in his resolve to learn.

The teachers delegated to teach migrant children are sometimes those least qualified to teach, and this situation we found particularly in one community with a large migrant population.

For example, lack of understanding was demonstrated by one teacher who made it quite clear that to her the Spanish-speaking child was "cute", "picturesque", "intense", "dramatic", etc. She seemed to wrap the child in a zarape and place a sombrero on his head, thus obliterating any evidences of the child's individual intelligence and personality.

Another teacher said, "You cannot force these children into an Anglo-American mold or pattern; they are different. They are elemental and basic in their concepts of thinking; they have different temperaments. The best program for them is one of art and informal classroom activity."

The different treatment of this group without respect to the individual offends all of the thinking of the experts on education. To quote distinquished scholars (Andrews, Sanchez, Woodd, Overstreet and B. Griffith), "This is developing a child apart from us; if the American life is to perdure, these children must be a part of us...not apart from us."

Here again there are special problems for the Spanish-American child, but they have their counterparts for the Anglo-American migrant child. One teacher said of the Anglo-American migrant children, "You cannot adjust these children to the disciplines of academic performance. You cannot mold them into the pattern of local children at the school room level. The best program for them is one of handicrafts and athletics. They are happier that way and after all, the school is supposed to be interested in their social personality."

The End Result

The pattern of the scholastic career of the individual migrant child stands forth in bold relief. Countless times he has missed school. Countless times he has had to spend precious weeks getting adjusted to a new school. He has had many teachers who have 'given up' on migrant children. His day dreaming has been relatively undisturbed by the defeated teacher. Because of lost time, and sometimes language problems, he is not up with the class and he sounds and frequently feels stupid in class recitation. Perhaps a test, poorly administered and interpreted, even "proved" he is stupid.

The migrant child's physical and mental endurance may be handicapped, also, because he works in the fields after school or at every opportunity.

He has fallen behind his grade level and must be in a class with children younger than he is. This is degrading. Some schools put the migrants into special classes of migrant youngsters. Where the special class is used for special instruction, it is one thing. Where it is used as a "holding action", it is a further degradation.

The family wants him to work because they need the money. It is easy to obtain a permit to work instead of going to school in most communities, so he gradually begins to feel that he would rather work than undergo the emotional hardship of obtaining an education.

One school attendance officer, for example, said, "If the youngster is 16 years of age or older, a permit is given to work if it is requested--unless the youngster is a local resident. Local youngsters must show considerable emergency and good grades or they are not allowed to work during school hours. After all, the local boy is going to be staying in the area and it is much more likely that if he becomes delinquent, I will have to work with him as Juvenile Officer. The transient boy, on the other hand, probably won't be around."

The statements of the superintendent in this community also reflected this attitude. He admitted that he was not overly anxious to beat the brush for migrant truants, and that attendance enforcement is attempted only if a migrant truant is called to official attention.

Another attendance officer, however, put his finger squarely on another ingredient in the porridge. He said that migrant youngsters do fairly well in school until their social consciousness begins to develop in the higher grades. When they realize, he said, that they are not fully accepted, truancy begins--usually between the 6th and 9th grades.

What is the end result? At some time, at some place along the migrant trail, the youngster decides not to bother to enroll in another school. Why be put through the emotional meat-grinder all over again? For what? What's the use?

THE PROBLEMS OF THE TEACHER

To the teacher the migrant child is a stranger who comes in late or who will soon leave. The teacher may or may not recognize the various problems confronting the migrant child. In any event, the teacher has to work within some limitations.

1. She must give attention to the newcomer without abandoning the resident group or losing headway in the normal curriculum.

2. With the bilingual student, she must work hard on basic word knowledge and vocabulary before achieving comprehension of normal subject matter.

3. She has had litt no training in dealing with this particular problem to equip her to stand and guide these children toward constructive learning.

4. She has no informatiom as to the child's previous school background in terms of actual classroom and text work. If she writes for information to the previous school, she may get no answer at all (especially from Texas schools) or the migrant child may be gone by the time the information arrives.

5. She has no in-service training in the problems relating to the migrants in the community, nor does she have the advantage of shared discussion on the problem with other teachers of similar communities.

6. The influx of migrant children often means over-loaded classes and strained school facilities because the school is geared to the resident child population.

These problems are made no less genuine and no less difficult of solution by the fact that this section deals so briefly with them. Actually, to amplify on them would mean repetition of much of the material previously detailed in the section on the migrant child.

THE PROBLEMS OF THE SCHOOL ADMINISTRATION

The school administrators, and the school as an institution, also have problems and limitations.

1. There is no consistent way in which to gain sufficient information on the previous school record of the migrant children. The lack of system to maintain continuity of school record information along the migrant trail has reached extremely serious proportions and handicaps both the school and the child.

2. The school authorities have had little guidance from well qualified specialists in migrant child education. Educators who are well intentioned, but lack knowledge, have nothing to guide them but their own ingeniuty. This area of the problem necessarily relates itself to the teacher training centers and to the educational research centers who have not yet fully faced the realities of the situation which their colleagues in migrant areas must face.

3. As succinctly put by one administrator, the problem of planning is critical. If he hires teachers for his 2000 resident students, then he will be 7 or 8 teachers short for the extra 200 migrant pupils he will have for the first two months of the school year. Conversely, if he hires enough teachers for the 2200 who start the school year, he has gone to a lot of expense for the extra 7 or 8 teachers who must be carried throughout the year.

4. Administrative problems naturally arise from short budgets, too, and lead to defeatism on the part of school officials. The evident lack of community responsiveness makes pleas for special financing seem like a rather futile gesture.

The result of the problems facing the teacher and the administrator have a consequence which goes beyond their inability to cope with the problem. Through apathy and through reluctance "to stick out their necks" on an unpopular issue, they further the attachment of a social stigma to the migrant child. Acceptable minimum community standards are lowered in the case of migrant child. This has a telling psychological effect because the child knows it....and feels it.

SOME SUGGESTED APPROACHES TOWARD SOLUTIONS

Several very notable accomplishments came to our attention as we conducted our survey. They indicate that the problem definitely does not defy solution, for some Oregon educators are leading the way. Brief outlines of two such situations are attached in Appendix "B". A third such situation has already been reported at the July 19th hearing of the Legislative Interim Committee. This is the pilot program being conducted by the Oregon College of Education in the Monmouth-Independence area.

A number of possible solutions and suggestions were forthcoming from the very same sources from which the preceding information, problems and criticisms were drawn. Happily, nobody seemed to feel that solutions depend entirely upon how much money is spent. Many things can be done at little expense.

Here are those suggestions:

1. Inclusion of specific course material in teacher training centers dealing with the problems of the under-privileged child. Course material could well include the subjects of the migrant child, the bi-cultural and bi-lingual child, and the other socially handicapped children.

2. Familiarization of educators with the substantial body of information on such subjects as:

   a. Cultural problems and bi-lingual blocks.

   b. Migrant environmental factors which retard adjustment to school situations and which stifle motivation of the child.

   c. Testing methods and materials adaptable to proper measurement of the ability and progress of the socially handicapped child, the bi-cultural child and the bi-lingual child.

3. Workshops for present teachers from migrant areas to discuss the problem with specialists in the fields of human relations and education.

4. Extension of the workshops to the community level for the local officials, community leaders and parent-teacher groups. The object would be to collectively approach the problems of:

   a. School curriculum designed to raise the educational and cultural level of the retarded migrant child.

   b. Stimulation of healthy and helpful community attitudes toward the migrant children and assistance in removing any stigma from the occupation of the parents (who are so essential to and so desired by the community).

c. Bi-lingual patterns where they exist.

d. Consistent and valid information on the presence of migrant children in the area who may not be attending school.

e. Methods of effective communication to gain parental responsiveness and improve school attendance.

f. Stimulation of enforcement of attendance.

g. Adequate transportation of migrant children to and from school.

h. Occasional handicaps arising from migrant family poverty.

i. The harmful effects of segregation patterns in schools and communities.

5. At state, regional or national levels, develop a progress report card which can be given to the migrant child to carry to the next school to show specific texts and pages covered. The aim would be to reduce the orientation period and place the child as quickly as possible on the academic chart at the point where he recently left off.

6. Promote teacher visitation to migrant families and personal discussions with the parents. One objective would be to encourage school attendance and activity, but another would be to bring the migrant family closer to being part of the community, even if only temporarily. Teacher visitation programs can be effectively supplemented through PTA visitation programs, encouraging migrant parents to attend PTA meetings and otherwise to conduct themselves as participating citizens instead of social outcasts.

7. More diligent enforcement of school attendance laws and a more dynamic community education job to cope with parental and community permissibility of attendance law violations. Re-examination of the practice of too freely granting work permits to migrant children is also in order.

8. Creation of a special supervisor and small staff within the State Department of Education to exercise leadership in coping with the problems and to further research the needs of the migrant child. By staffing the special division with 2 or 3 qualified specialists, the division could:

a. Promote the training of teachers who work in the migrant areas.

b. Adapt curriculum content and prepare text material.

c. Develop research and survey techniques to secure information to resolve the yet unanswered questions in connection with integrating, inspiring and educating the migrant child.

d. Disseminate the already available material on the problems, such as Teaching Children Who Move With the Crops, published by the Fresno County Schools (September, 1955), Migrant Education Project, published by the Colorado Department of Education, The Puerto Rican Study, published by the Board of Education of the City of New York, and the film, A Desk for Billie, about the life of Billie Davis, a migrant child who surmounted the obstacles and obtained an education.

Summary

One teacher put it this way, "There is no question that somewhere, somehow, we have to pay proper attention to the migrant children. They are growing up with an education that may only teach them to read and write a little. In a few years, as parents, they will present the same problems for society that their parents present today. In my mind, we have a serious responsibility and the problem is not one without solutions. It must be researched 'upstairs' and definite and constructive answers passed along to the teacher and principal in the subject schools."

Appendix "A"

Table 1.
GRADE LEVEL OF MIGRANT CHILD
(Grade level as of September, 1958; Age as of June, 1958)

Age	Grade 1st*		2nd		3rd		4th		5th		6th		7th		8th		9th		10th		11th		12th**	
	SA	AA	SA	AA	SA	AA	SA	AA	SA	AA	SA	AA	SA	AA	SA	AA	SA	AA	SA	AA	SA	AA	SA	AA
6	5	7	1	4																				
7	2	4	1	12	1																			
8	4	3	2	8	3	5	3	2																
9	3	1	4	3	2	3	2	7	1	3														
10			2	0	7	1	2	7	1	3														
11				1	1	0	4	7	4	6	1	10	1	2										
12					2	0	6	3	2	5	2	8	4	7	0	2								
13					1	0	3	0	0	3	1	3	1	3	3	2	1	1						
14							2	1	1	2	0	3	0	9	5	6	2	7						
15								1	0	0	1	0	0	1	0	8	4	5	2	4				
16						1	1	1	1	0	1	1	1	1	0	6	0	0	3	4	1	3		
17-18											2	0	0	1	3	2	2	4	1	0	1	2	4	

Note: Because the data secured in some counties on the children's education was more complete than in some other counties, Washington, Malheur and Marion Counties were selected for this special study of the education of the migrant child. A reasonable cross section of both the Spanish-American (SA) and Anglo-American (AA) cultural groups would seem to result, also, by the selection of these particular counties.

* Educators seem uniformly agreed that kindergarten is an extremely important step in a child's education. However, of the sample in this table, only one was mentioned by a parent as being due to go to kindergarten in September.

** None of the parents indicated that any of their children were college students or would be going to college or trade school in September.

KEY: SA - Spanish-American cultural group
AA - Anglo-American cultural group

Table 2.

RELATION OF MIGRANT CHILD TO PROPER GRADE
(Percentage of sample behind proper* grade level for their age)

Age	Number Surveyed		Number** Reporting		Number In Proper Grade		Number Behind Proper Grade		Percentage of Sample Behind Proper Grade***	
	SA	MA	SA	MA	SA	MA	SA	MA	SA	MA
6	15	23	6	11	6	11	0	0		
7	7	23	4	16	2	12	2	4	50.0%	25.0%
8	14	27	12	18	6	7	6	11	50.0	61.1
9	15	24	12	19	3	10	9	9	75.0	47.4
10	20	23	12	16	1	8	11	8	92.5	50.0
11	12	31	11	26	2	12	9	14	81.6	53.9
12	19	29	16	25	4	9	12	16	75.0	64.0
13	10	17	10	12	4	3	6	9	60.0	75.0
14	15	35	10	28	2	7	8	21	80.0	75.0
15	7	23	7	19	2	4	5	15	71.4	79.0
16	11	24	8	17	1	3	7	14	87.5	82.4
17-18	22	25	9	13	2	4	7	9	77.5	69.2
Total	167	304	117	220	35	90	82	130		
Average									70.0%	59.1%

* Proper Grade Level is taken here to mean one of two grades for each grade level. This allows for local or state rule variations and other circumstances which effect decisions as to what year a child should start first grade. It also allows for the inevitable error and confusion in the mind of the parent when trying to list the correct age and grade level for every child in a large family. The following was the key used in determining the proper grade:

Age 6 - Grades 1 or 2
Age 7 - Grades 2 or 3
Age 8 - Grades 3 or 4
Age 9 - Grades 4 or 5
Age 10 - Grades 5 or 6
Age 11 - Grades 6 or 7
Age 12 - Grades 7 or 8
Age 13 - Grades 8 or 9
Age 14 - Grades 9 or 10
Age 15 - Grades 10 or 11
Age 16 - Grades 11 or 12
17-18 - Grade 12 or Grad.

** Number reporting - Since education data was not obtained on all of the children, partly perhaps due to parental reluctance to disclose low grade levels, we are able to analyze only a partial report.
*** Number behind refers to the number of children who are behind the lowest grade level set forth in the key above.

Table 3.

DEGREE OF SCHOLASTIC RETARDATION
(The Number of Grades Behind Proper Grade Levels*)

Number Years Behind	Age (Percentage of the Retarded Group by Number of Years)										
	7	8	9	10	11	12	13	14	15	16	17-18
1 Year Behind	0 %	58.8	38.9	47.4	43.5	35.7	26.7	38.0	45.0	33.3	6.2
2 Years Behind		41.2	38.9	42.1	47.7	25.0	26.7	31.0	40.0	0	31.2
3 Years Behind			22.2	9.5	4.4	32.2	19.9	10.3	5.0	28.6	25.0
More Behind					4.4	7.1	26.7	10.7	10.0	39.1	37.6
*Of Total Who Are Behind		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 4.

NUMBER OF SCHOOLS ATTENDED LAST YEAR*

	1 School		2 Schools		3 Schools		4 Schools		5 Schools		6 Schools		More Schools	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Spanish-Amer	16		11		1		3							
Anglo-Amer	89		62		4		7		2		1		1	
Total	105		73		5		10		2		1		1	
Percentage		53.3		37.0		2.5		5.1		2.5		1.3		1.3

* 46.6% attended two or more schools last year. Others undoubtedly did not attend school during the complete school year (starting late and/or quitting early) and hence were able to say that they only attended one school. It is interesting to note, however, that four migrant children dutifully continued to enter the school in their new location even though it meant entering 5 or more schools in order to get one year's education.

Appendix "B"

THREE NOTABLE ACHIEVEMENTS

During the survey of the early migrant population, three outstanding examples of educational experimentation came to our attention. They would seem to indicate that the problem of educating migrant children can be successfully accomplished.

At three different schools, two public and one parochial, a positive and optomistic approach to the problem was achieving results.

Two of the schools were led by a principal or administrator (the third being led by a college) who met the problem by:

1. Transfering his or her own awareness of the problem to the teachers and encouraging the use of their skills and ingenuity in developing a program to reach these socially handicapped children.

2. Enlisting and obtaining the support of P. T. A. and community groups who made efforts to reach the parents as well as the child.

3. Personally using conference, conciliation and finally enforcement, if necessary, to see that school attendance was maintained.

One of the techniques developed from this program was special assistance for these children by a specially assigned teacher. This teacher worked with them for short periods but never allowed this special assistance to prevent the child from adequate participation with their regular class. This prevented the feeling of segregation.

Careful attention was given to individual observation and records which would indicate academic progress, adaptability to the school situation and complete records to go forward with the child to assist the educator in the next area to place him immediately in his proper grade and curriculum level without loss of time.

Consciousness of the problem brought to the attention of the community by the schools has worked successfully to provide proper transportation for the children, lunches, and clothing when the family first arrives in the area with inadequate financial resources.

The parochial school and the project at Oregon College of Education at Monmouth were experimenting with use of valuable summertime hours to supplement the regular school year.

As a result of the work done by these schools the total community, including both public and private agencies, are becoming aware of the problem and are able to properly interpret the dilemma that migrants have faced because of previous community and educational apathy.

We commend the North Plains Grammar School (Washington County), St. Lukes Grammar School (Marion County) and the Oregon College of Education at Monmouth.